

# Career Preparation in THEM

LEI2090 | Class # 29109 | 1 Credit | FALL 2023

Connect with HHP



## Course Info

### INSTRUCTOR

**Rachel J.C. Fu, PHD, CHE**  
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Preferred Method of Contact: **email**

### OFFICE HOURS

by appointment

### MEETING TIME/LOCATION

Ralph D. Tulington L005 [Tuesday 11:45 AM to 12:35 PM]

## COURSE DESCRIPTION

LEI 2090 Career Preparation in THEM is designed to help students transition to UF and the Tourism, Hospitality and Event Management (THEM) program and provides students with the skills and resources necessary to be successful in the program and in their future careers. Students will learn how to plan and use their college experiences for future success. The course will introduce students to important program and academic information, as well as a variety of resources at the university, college, and department levels that support students' academic and career goals. Topics that include communication strategies, professional conduct, field experience, and academic opportunities will be discussed allowing students to prepare for academic and personal growth in the field of THEM. Students will also learn professional skills such as self-introduction in a business setting, resume and cover letter writing, and professional brand development through social media.

## PREREQUISITE KNOWLEDGE AND SKILLS

THEM majors and minors in Event Management

## RECOMMENDED MATERIALS

Cavoulacos A., & Minshew, K. (2019). *The new rules of work: The muse playbook for navigating the modern workplace*. New York, Currency.

## **COURSE FORMAT**

The Career Preparation course will provide students with the skills and resources necessary to be successful in the THEM program and in their future careers. The course is divided into four major topics:

- Program and Academic information
- Fundamentals of Communication and Professionalism
- Networking and Industry Engagement
- Resources and study abroad programs

The class will meet one time a week for one period. There will be lectures that cover a variety of topics including, but not limited to communication strategies, professional behavior for class, career, resume and cover letter writing, professional brand development using social media, and department and college resources. Students will have the opportunity to meet with all THEM faculty to learn about courses offered by the department. Guest speakers will be invited to the classroom to introduce industry paths and share career experiences. Students will have tours to the THEM department, UF Career Connection Center, UF Disability Resource Center, and the HUB. We will also attend a career fair where we can meet with potential future employers.

## **COURSE LEARNING OBJECTIVES:**

By the end of this course, students should be able to

1. Recognize the foundations associated with careers in the tourism, hospitality, and event industries.
2. Demonstrate academic and personal growth in the field.
3. Develop a professional brand via social media.
4. Execute effective communication strategies and professional behaviors.
5. Write a professional resume and cover letter.
6. Outline the resources and courses offered by the THEM, HHP and UF.
7. Network relationships with peers, faculty, staff members and future employers through a variety of networking opportunities.

## **Course & University Policies**

### **ATTENDANCE POLICY**

Attendance will be taken randomly at 10 of the 15 classes. Each attendance will be worth 10 points. Since this class meets only once a week, please make every effort to attend class. If you will miss class due to UF-related activities or other UF excused absences, please contact the instructor about catching up with the content you miss. Requirements for class attendance and make-up assignments and other work in this course are consistent with university policies

(<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>).

A student experiencing an illness should visit the UF Student Health Care Center or their preferred healthcare provider to seek medical advice and obtain documentation. If you have an illness, family emergency or death, please contact the Dean of Students Office ([www.dso.ufl.edu](http://www.dso.ufl.edu)) and follow the DSO Care Team procedures for documentation and submission of a request for make-up assignment (<https://care.dso.ufl.edu/instructor-notifications/>). The DSO will contact the instructor. Do not provide any documentation to the instructor regarding illness or family emergency. This is your personal and

protected information. The DSO is qualified to receive and verify the documents you provide. The instructor will follow the recommendations from the DSO.

### **PERSONAL CONDUCT POLICY**

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.

Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the instructor or TA in this class.

### **LATE HOMEWORK POLICY**

Homework (e.g., resume, cover letter, and social media profile) should be uploaded to Canvas before **11:59 pm** on the due date. Homework submitted after the due date is considered late and will receive **25% off the total number of points for that assignment** unless the reason for the delayed submission is due to a UF excused absence such as illness or a family emergency. More details about UF policies and what constitutes the UF assignment makeup policy can be found online at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

### **MAKE-UP POLICY FOR MISSED ACTIVITIES**

There will be **NO** make-up activities (e.g., presentation and campus tour) unless a student can provide evidence of a real emergency and/or arrangements have been made with the instructor prior to missing the activity due to UF sponsored athletic or scholarly activities. The latter requires documentation from the student’s athletic or scholarly advisor. If a student has an illness, family emergency or death, please contact the Dean of Students Office ([www.dso.ufl.edu](http://www.dso.ufl.edu)) and follow the DSO Care Team procedures for documentation and submission of a request for make-up assignment (<https://care.dso.ufl.edu/instructor-notifications/>). The DSO will contact the instructor who will follow the recommendations from the DSO and provide students with instructions as to how to make up missed activities and assignments.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

### **ACCOMMODATING STUDENTS WITH DISABILITIES**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting their Get Started page at <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

## COURSE EVALUATIONS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

## Getting Help

You may contact the course instructor at any time to obtain help. Email is preferred but a phone call is acceptable if it is important, or an emergency item. You may also contact the department advisor in the administration office during business hours.

## HEALTH & WELLNESS

- U Matter, We Care: If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575
- Counseling and Wellness Center: <https://counseling.ufl.edu/>, 352-392-1575
- Sexual Assault Recovery Services (SARS) – Student Health Care Center, 392-1161
- University Police Department, 392-1111 (or 9-1-1 for emergencies) <http://www.police.ufl.edu/>

## ACADEMIC RESOURCES

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu). <https://lss.at.ufl.edu/help.shtml>
- Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/> On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>

## Grading

**There are 500 total points for the class.** The class will be graded based upon the following criteria.

All assignments must be submitted online through Canvas:

### Evaluation

Attendance	100
Resume & Cover Letter writing <b>Oct. 20</b>	140
Social Media Profiles <b>Nov. 20</b>	70
Professional Self-Introduction <b>10/31</b>	70
Campus Tour: 30pt/per trip	120
<b>Total points</b>	<b>500</b>

**1. Attendance/ 100 points**

Attendance will be taken randomly at 10 of the 15 classes. Each attendance will be worth 10 points.

**2. Resume and Cover Letter / 1 @ 140 points**– After lectures on creating a cover letter and resume, students will be asked to search for a current job opening and write or tailor resumes and a cover letter that responds to the opportunity. Details and a grading rubric will be provided in below and on Canvas.

<b>Grading Rubric for Resume Writing</b>			
<b>Points</b>	<b>10</b>	<b>6</b>	<b>2</b>
<b>Criteria</b>	<b>Good</b>	<b>Average</b>	<b>Unsatisfactory</b>
<b>Personal Information</b>	<ul style="list-style-type: none"> <li>-Complete address and phone</li> <li>-Include professional email and/or LinkedIn URL</li> <li>-Contact information is single spaced.</li> <li>-Contact information is balanced with headings within the document.</li> </ul>	<ul style="list-style-type: none"> <li>-Contains complete contact name, address, and phone number</li> <li>-Email is not professional</li> <li>-Heading is single spaced</li> <li>-Name is not in a larger font.</li> </ul>	<ul style="list-style-type: none"> <li>-Incomplete address, phone number</li> <li>-Unprofessional email</li> <li>-Heading is not single spaced or hard to read</li> <li>-Name is not in larger font.</li> </ul>
<b>Professional Summary</b>	<ul style="list-style-type: none"> <li>-Resume includes a Profile/Professional Summary as directed by the amount of experience. No objective is used, unless apply generally to a company with no targeted job.</li> <li>-Profile/Summary effectively captures the attention of the reader by including technical skills and education relevant to the job posting.</li> <li>-Focuses on the need of the company and no first person was used.</li> </ul>	<ul style="list-style-type: none"> <li>-Resume includes a Profile, but includes soft skills, characteristics, and education not related to the job description</li> <li>-An objective is used, but not targeted to a specific job.</li> <li>-No first person, the objective focuses on the need of the individual.</li> </ul>	<ul style="list-style-type: none"> <li>-The resume includes and Objective instead of a Profile/Professional Summary.</li> <li>-Objective that focuses on the needs of the candidate and does not focus on the job description.</li> <li>-First person is used.</li> </ul>
<b>Education background</b>	<ul style="list-style-type: none"> <li>-Degrees are listed correctly.</li> <li>-Includes date of graduation or anticipated graduation.</li> <li>-Includes city and state.</li> </ul>	<ul style="list-style-type: none"> <li>-The resume includes the college attended, but the degree is not properly listed</li> <li>-Includes the dates of attendance, not graduation date</li> <li>-Includes City and state.</li> </ul>	<ul style="list-style-type: none"> <li>-The resume does not include college attended and/or the degrees are not listed properly.</li> <li>-Includes high school information.</li> <li>-College is listed but does not include city and state.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>-Skills listed are technical competencies and are specific to the job description.</li> <li>-The skills are then supported</li> </ul>	<ul style="list-style-type: none"> <li>-Skills are technical, but not related to the job.</li> <li>-Skill are not supported later in the document.</li> </ul>	<ul style="list-style-type: none"> <li>-Skills listed include characteristics or subjective or claims of greatness.</li> <li>-Skills are not supported</li> </ul>

	later in the document in the Experience section		in the Experience section.
<b>Experience</b>	<ul style="list-style-type: none"> <li>-Experience includes jobs that are listed in reverse chronological order, or a functional resume is used.</li> <li>-Includes company name, city/state, title, and dates of employment.</li> <li>-Bullets are outcome based, instead of duties based.</li> <li>-Demonstrates accomplishments that are quantified by numbers.</li> <li>-Duties are relevant to the job description.</li> <li>-There are no unexplained gaps in employment.</li> <li>-Duties are descriptive, in bulleted format use strong action verbs.</li> <li>-Experience only goes back 10 years.</li> </ul>	<ul style="list-style-type: none"> <li>-Experience is in reverse chronological order, but a functional resume is recommended.</li> <li>-Includes company name, but no city/state and/or title,</li> <li>-Duties are in bullet form, but not outcome based. -</li> <li>Only tells the employer the work that was performed.</li> <li>-No accomplishments or numbers to quantify results are included.</li> <li>-Lists skills that are not specific needs of the job description.</li> <li>-Small unexplained gaps in employment</li> </ul>	<ul style="list-style-type: none"> <li>-Experience is in chronological order, no dates included.</li> <li>-Does not properly list company name, with city/state or title.</li> <li>-There are no duties included or are in paragraph form.</li> <li>-The resume contains duties that contain generic terms such as “customer service”, or “food preparation” and not related to the job description.</li> <li>-Unexplained gaps in employment.</li> <li>-Experience goes back more than 10 years and is not relevant.</li> </ul>
<b>Overall Appearance and format</b>	<ul style="list-style-type: none"> <li>-Balanced margins with eye appeal</li> <li>-Appropriate fonts and point size used (main text 11 or 12 points)</li> <li>-No use of acronyms or acronyms explained</li> <li>-Dates, headings, etc. are clear and consistent across sections</li> </ul>	<ul style="list-style-type: none"> <li>-Somewhat balanced margins</li> <li>-Fonts distract from readability</li> <li>-Minimal use of acronyms</li> <li>-Dates, headings, etc. are clear and consistent across sections</li> </ul>	<ul style="list-style-type: none"> <li>-Unbalanced margins</li> <li>-Fonts distract from readability</li> <li>-Use of unexplained acronyms</li> <li>-Dates, headings, etc. are inconsistent or not included</li> </ul>
<b>Grammar and Spelling</b>	-No spelling or grammar errors	-1-2 spelling or grammar errors	-3+ spelling or grammar errors
			<b>Total: 70 points</b>

<b>Grading Rubric for Cover Letter</b>			
<b>Points</b>	<b>10</b>	<b>6</b>	<b>2</b>
<b>Criteria</b>	<b>Good</b>	<b>Average</b>	<b>Unsatisfactory</b>

<b>Opening/ Introduction</b>	-Identifies positions, organization and purpose for writing -Describes interest in, and brief qualifications for, position and organization being pursued	- Vague in describing position, organization and/or purpose for writing - Inadequately describes interest in, and brief qualifications for, position and/or organization being pursued	- Does not identify position, organization and purpose for writing - Does not describe interest in, and brief qualifications for, position and/or organization being targeted
<b>Middle Paragraph(s)</b>	-Describes two to three ways to contribute to the position/organization based on relevant experience and qualifications -Illustrates—using examples—relevant, measurable contributions to organizations referenced in opening paragraph	-Inadequately describes one to three ways to contribute to the position/organization based on relevant experience and qualifications - Illustrations of contributions referenced in opening paragraph are not relevant enough or measurable enough	- Does not describe ways to contribute to the position/ organization based on relevant experience and qualifications - Does not illustrate contributions referenced in opening paragraph in a relevant and/or measurable way
<b>Closing Paragraph</b>	-Thank reader for considering him/her -Expresses interest in a meeting or conversation	-Thank you statement and/or expression of interest for a meeting or conversation needs editing	-Does not thank reader -Does not express interest in a meeting or conversation
<b>Organization</b>	-Includes all necessary elements, and all elements flow logically from one to the other.	-Includes all the necessary elements. Paragraphs could use better structure and transitions.	-Does not include all the necessary elements. No logical flow between paragraphs.
<b>Writing Style</b>	-Writing is direct and specific. Action statements and active verbs are used throughout. Style and tone are professional.	-Writing is short and direct. Uses some action statements and active verbs.	-Writing is vague and verbose. Language is sometimes unclear or inappropriate for audience.
<b>Format</b>	-Follows appropriate business letter format exactly.	-Follows appropriate business letter format but leaves out a few details, such as enclosures.	-Does not follow appropriate business letter format.
<b>Grammar and Spelling</b>	-Letter contains no errors in grammar and spelling.	-Letter contains one to two grammatical/spelling error.	-Letter contains more than two grammatical/spelling error.
			<b>Total: 70 points</b>

**3. Social Media Profile / 1 @ 70 points** – Students will need to develop or refine LinkedIn and other social media profiles considering best practices discussed in class in order to develop their professional image. A detailed rubric is provided on the syllabus and on Canvas.

<b>Grading Rubric for Social Media Profile</b>			
<b>Criteria</b>	<b>Good</b>	<b>Average</b>	<b>Unsatisfactory</b>
<b>Content</b>	<ul style="list-style-type: none"> <li>-Complete your profile 100% and include a professional photo</li> <li>-Use industry appropriate keywords and phrases in your summary and include the type of positions that you are seeking</li> <li>-Include involvement, volunteer experiences, and internships and elaborate on your qualifications</li> <li>-Use the profile sections designed just for students, such as Courses, Projects, Languages, Certifications, and Organizations</li> </ul> <b>Points: 30</b>	<ul style="list-style-type: none"> <li>-Complete your profile 100% and include a professional photo</li> <li>-Include the type of positions that you are seeking but industry appropriate keywords and phrases are not used</li> <li>-Include involvement, volunteer experiences, and internships</li> </ul> <b>Points: 20</b>	<ul style="list-style-type: none"> <li>-Profile is not completed.</li> <li>-The type of positions that you are seeking is not included.</li> </ul> <b>Points: 10</b>
<b>Personalization</b>	<ul style="list-style-type: none"> <li>-Personalize your headline instead of using default titles</li> <li>-Customize your URL to ensure easy sharing (e.g. utilize your actual name)</li> </ul> <b>Points: 15</b>	<p><b>Either of below is missing:</b></p> <ul style="list-style-type: none"> <li>-Personalize your headline instead of using default titles</li> <li>-Customize your URL to ensure easy sharing (e.g. utilize your actual name)</li> </ul> <b>Points: 7</b>	<ul style="list-style-type: none"> <li>-Does not personalize your social media page</li> </ul> <b>Points: 0</b>
<b>Information sharing</b>	<ul style="list-style-type: none"> <li>-Be a content contributor by finding insightful articles and create industry-related content to share with your network (ex. Use the LinkedIn Publishing Platform or link your SlideShare account)</li> <li>-Use the trending content tool and share own your ideas about trends in groups</li> </ul> <b>Points: 15</b>	<p><b>Either of below is missing:</b></p> <ul style="list-style-type: none"> <li>-Be a content contributor by finding insightful articles and create industry-related content to share with your network (ex. Use the LinkedIn Publishing Platform or link your SlideShare account)</li> <li>-Use the trending content tool and share own your ideas about trends in groups</li> </ul> <b>Points: 7</b>	<ul style="list-style-type: none"> <li>-Does not share any appropriate information</li> </ul> <b>Points: 0</b>
<b>Grammar and Spelling</b>	<ul style="list-style-type: none"> <li>-Contains no errors in grammar and spelling.</li> </ul> <b>Points: 10</b>	<ul style="list-style-type: none"> <li>-Contains one to two grammatical/spelling error.</li> </ul> <b>Points: 7</b>	<ul style="list-style-type: none"> <li>-Contains more than two grammatical/spelling error.</li> </ul> <b>Points: 3</b>
			<b>Total: 70 points</b>

**4. Professional Self-Introduction Presentation / 1 @ 70 points** – Throughout your career, you will be asked to introduce yourself at meetings or in interviews. This 1-minute presentation provides practices in delivering an effective introduction that allows students to build a professional impression in any business setting. A rubric is provided on the syllabus and on Canvas.



<b>Grading Rubric for Professional Self-Introduction Presentation</b>			
<b>Points</b>	<b>10</b>	<b>6</b>	<b>2</b>
<b>Criteria</b>	<b>Good</b>	<b>Average</b>	<b>Unsatisfactory</b>
<b>NONVERBALSKILLS</b>			
<b>EYE CONTACT</b>	Holds attention of entire audience with the use of direct eye contact.	Displayed minimal eye contact with audience.	No eye contact with audience.
<b>POISE and BODY LANGUAGE</b>	Student displays relaxed, self-confident nature about self, with no mistakes.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness are obvious; has trouble recovering from mistakes.
<b>Verbal Skills</b>			
<b>Passion</b>	Demonstrates a strong positive feeling about introducing self.	Shows some negativity about introducing self.	Show absolutely no interest in introducing self.
<b>Voice</b>	Uses a clear voice and correct pronunciation of terms so that all audience members can hear presentation.	Voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Mumbles, incorrectly pronounces terms, and speaks too quietly for most of the audience to hear.
<b>Content</b>			
<b>Organization</b>	Presents information in a logical, interesting sequence which audience understands.	Audience has difficulty following presentation because students jump around.	Audience cannot understand presentation because there is no sequence of information.
<b>Job-Tailored</b>	Tailor the self-introduction to the role and company. Provide specific information about your experience & achievements.	Tailor the self-introduction to the role and company. However, information provided is not specific.	Presentation is not job tailored.
<b>Time Control</b>	Perfect time control (< ± 5 secs).	Average time control (<± 10secs).	Too short or too long (>± 10secs).
			<b>Total: 70 points</b>

**5. Campus Tour / 4 @ 30 points** – The class will visit the THEM department, UF Career Connection Center, UF Disability Resource Center, and HUB. The staff at the department/center will take the class on a tour of the various programs, services, and facilities available to UF students. 30 Points awarded for participation in each tour.

**6. Extra Credit / 15 points** – Students can earn extra credit attending available HHP Career/internship Fair in either Fall or Spring semesters as appropriate. If a student is unable to attend due a reason consistent

with the UF attendance policy arrange with the instructor to complete the alternative activity outlined below to receive the extra credit (15 points). The activity includes the following steps:

- Step 1: Conduct an on-line job search and find five (5) job postings of the position of interest.
- Step 2: Paste the screenshots of five job postings into a word document.
- Step 3: Summarize and discuss qualification requirements of all five job postings (1-page, single space, font size 12)
- Step 4: Email the completed word document to the instructor by the arranged due date

## GRADING SCALE

Grades will be posted within several days after an assignment. If a grading error is detected, please contact the instructor as soon as possible. The grades will not be rounded.

More detailed information regarding current UF grading policies can be found here:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Letter Grade	Points Needed to Earn Each Letter Grade	Percent of Total Points Associated with Each Letter Grade	GPA Impact of Each Letter Grade
A	465 - 500	93.00-100%	4.0
A-	450 – 464.9	90 – 92.99 %	3.67
B+	435 – 449.9	87 – 89.99%	3.33
B	415 – 434.9	83 – 86.99%	3.0
B-	400 – 414.9	80 – 82.99 %	2.67
C+	385 – 399.9	77 – 79.9%	2.33
C	365 – 384.9	73 – 76.99%	2.0
C-	350 – 364.9	70 – 72.99 %	1.67
D+	335 – 349.9	67 – 69.99%	1.33
D	315 – 334.9	63 – 66.99%	1.0
D-	300 – 314.9	60 – 62.99%	0.67
E	≤ 299.9	0-59.99%	0

## Weekly Course Schedule

Week 1 [8/29]. Visit the THEM Office, Dept Chair and Administrative Staff.

Week 2 [9/5]. Review academic requirements and opportunities ([academic/career advisors](#))

Week 3 [9/12]. Field Experience & Internship requirements and opportunities ([invited faculty](#))

Week 4 [9/19]. Introduction to THEM courses by THEM faculty ([invited faculty](#))

Week 5 [9/26]. Professional communication – email, telephone, and texting etiquette

Week 6 [10/3]. Professional behavior for class and career

Week 7 [10/10]. Visit the UF Career Connection Center

Week 8 [10/17]. Resume & cover letter writing

Week 9 [10/24]. Professional self-introduction

Week 10 [10/31]. **Self-introduction Presentation**

Week 11 [11/7]. Managing social media – building your professional brand

Week 12 [11/14]. THEM Industry guest speaker presentation\* (Topic: TBD)

Week 13 [11/21]. Visit the UF Disability Resource Center

Week 14 [11/28]. Visit HUB

Week 15 [12/5]. Introduction to study abroad programs ([invited faculty](#))  
{THEM Industry guest speaker presentation\* (Topic: TBD)}

\*The scheduling for class trips and speaker weeks may be subject to changes based on weather conditions and the availability of the speakers.

### CRITICAL DATES & UF OBSERVED HOLIDAYS

- September 4<sup>th</sup>, Labor Day (Monday)
- October 7<sup>th</sup> Homecoming (Saturday)
- November 11<sup>th</sup>, Veterans Day (Saturday)
- November 23<sup>rd</sup> (Thursday)
- Complete list available here: <https://catalog.ufl.edu/UGRD/>

### SUCCESS AND STUDY TIPS

Reach out to the professor for help with any organizations or company search or if you are having difficulties locating a company to fulfill your field experience 80 hours or agreement for an internship. The professor can help with the search and location of a company.

Attend the guest lectures as most will have attendance taken and the assignment associated with guest speakers.

**Lecture and Guest Presentation Recordings:** Our class sessions may be audio visually recorded for students in the UFO version of this class. These students are not able to attend and must refer to the recordings for instruction and assignments.

For in-class recording, the following statement related to Florida's House Bill 233 is suggested but not mandatory:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share,

transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.